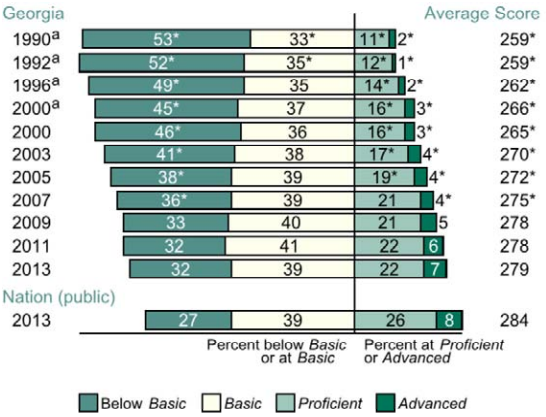
The Nation's Report Card — Mathematics 2013 State Snapshot Report

Georgia
Grade 8
Public Schools

Overall Results

- In 2013, the average score of eighth-grade students in Georgia was 279. This was lower than the average score of 284 for public school students in the nation.
- The average score for students in Georgia in 2013 (279) was not significantly different from their average score in 2011 (278) and was higher than their average score in 1990 (259).
- The score gap between higher performing students in Georgia (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 49 points in 2013. This performance gap was not significantly different from that in 1990 (52 points).
- The percentage of students in Georgia who performed at or above the NAEP *Proficient* level was 29 percent in 2013. This percentage was not significantly different from that in 2011 (28 percent) and was greater than that in 1990 (14 percent).
- The percentage of students in Georgia who performed at or above the NAEP *Basic* level was 68 percent in 2013. This percentage was not significantly different from that in 2011 (68 percent) and was greater than that in 1990 (47 percent).

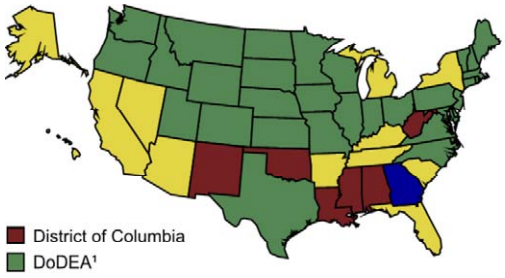
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2013 to Other States/Jurisdictions

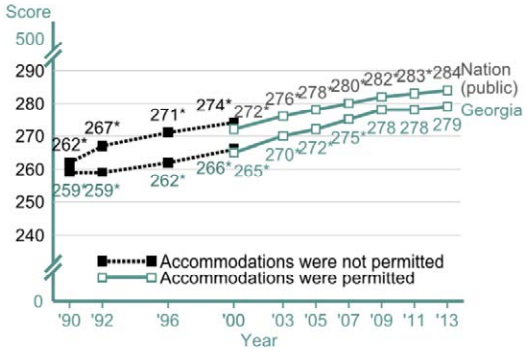


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2013, the average score in **Georgia** (279) was

- lower than those in 32 states/jurisdictions
- higher than those in 7 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

Results for Student Groups in 2013

Reporting Groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	45	292	81	42	11
Black	38	262	51	12	2
Hispanic	11	276	67	24	4
Asian	4	310	86	62	31
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	288	75	38	9
Gender					
Male	51	279	68	30	8
Female	49	279	68	29	6
National School Lunch Program					
Eligible	59	267	57	17	2
Not eligible	41	296	85	47	14

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2013, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1990 (32 points).
- In 2013, Hispanic students had an average score that was 16 points lower than White students. Data are not reported for Hispanic students in 1990, because reporting standards were not met.
- In 2013, male students in Georgia had an average score that was not significantly different from female students.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 29 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (31 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.